

Learning Technology
Center 1 Central



Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

Project Name: A Journey Through a cell

School Regional Area ☐ North Cook ☐ South Cook ☐ West 40

District Name District 81, Schiller Park

District No. 81

Name(s)-Teams with up to 5 members will be accepted! Include all names.

Email Address(s)

* Melissa Hebert

* mhebert@sd81.org

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School Name Lincoln Middle School

School Street Address 4050 Wagner Ave

School City, State, Zip Schiller Park, IL 60176

School Phone Number 847-678-2916

If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).

Nominator's Name

Nominator's Phone #

Best Contact Time

Nominator's Email

Please attach the Project Summary to this form and send to Learning Technology Center One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

A Journey through a Cell

Project Abstract- The students used photo story to retell an adventure they took through the parts of a cell. The students were to travel to either 4 or 5 main parts of a cell based on the students learning abilities. While they recorded their story, pictures took place in the backgrounds.

Grade Level- 6th grade

Subject- Science

Technology Resources- Photo story 3 for windows

Other materials- Science books, power points, online activities, and in class information

Standards- 12A- Know and apply concepts that explain how living things function, adapt, and change.

SCI. 7.12.7.03- Identify the main difference between plant cells and animal cells, namely that plant cells have chloroplasts and cell walls (which provide rigidity to the plant, since plants have no skeletons). Identify the basic cell organelles and their functions.

Process- The project was introduced to the students at the end of our animal and plant cell unit. The students were then asked to create a photo story based on either an animal cell or plant cell. I provided the students with a few visual examples to help them begin brainstorming. Then they were presented with a graphic organizer that contained all the steps need to create the photo story presentation. The graphic organizer provided the students with 4 to 5 main parts of the cell that they had to travel through in their story. They then were to create a detailed story about an animal cell or a plant cell. After they had a story they were allowed to begin looking up pictures that related to different parts of their story. When they had all their pictures they were to begin inserting pictures into the photo story. The final step was to have them record their stories and add any extra touches such as music and effects.

Integration- By having the students create a photo story about a cell they were actively engaged. The students learned more about cells and allowed them to experiment more with technology. The students were not relying on the teacher for help, but they were asking classmates for advice and help. This is a great way to get away from teacher instruction all the time. The students need to experiment and learn with the teacher and classmates, not depending on the teacher for answers.

Reflection- This was the first time the majority of class was using the photo story program. So the students tended to ask a few more questions based on the program. When the students understood the program they were independent and created fantastic photo stories. When they were present to the whole class, the students learned more information about animal and plant cell. The students really enjoyed this project and allowed them to present their information in a fun and interactive way, rather than paper and pencil. I would definitely use the program.